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ABSTRACT

The Oklahoma Chapter of the Association of College and Research Libraries (OK-ACRL) and the Oklahoma Library Association, College and University Division (OLA-CUD) co-sponsored a survey of professional academic librarians to obtain institutional and background data on their characteristics, their preferences for academic professional association activities, their preferences for specific professional development topics, and their preference for the packaging and scheduling of professional development opportunities. It was found that (1) characteristics of the members of OK-ACRL and OLA-CUD are similar; (2) those surveyed believe that the associations should stress networking, developing professional development opportunities, publishing a newsletter, and encouraging political action on issues related to academic librarianship; (3) there is a desire for professional development topics related to planning, evaluation, staff development, and budgeting; and (4) there is a clear need for greater coordination and support among the two state professional associations, academic libraries, and the School of Library Science for increased development of academic librarians. (LMM)

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Oklahoma Chapter, Association of College and Research Libraries

and

Oklahoma Library Association, College and University Division

# NEEDS ASSESSMENT FOR OKLAHOMA ACADEMIC LIBRARIANS: SUMMARY REPORT

By

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February, 1983
Norman, Oklahoma

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NEEDS ASSESSMENT

FOR OKLAHOMA ACADEMIC LIBRARIANS:

SUMMARY REPORT


Abstract

During December, 1982 a needs assessment of academic librarians was conducted by the Oklahoma Chapter of the Association of College and Research Libraries and the Oklahoma Library Association, College and University Division. All professional academic librarians in the state of Oklahoma were given an opportunity to respond to the needs assessment questionnaire, and 169 of 211 (80% response rate) returned usable questionnaires. The needs assessment collected data about (1) background characteristics of respondents, (2) preferences for state professional association activities related to academic librarianship, (3) preferences for specific professional development topics, and (4) preferences for scheduling and packaging professional development opportunities.

This report summarizes the response from the questionnaire and notes the following results: (1) membership characteristics of OK-ACRL and OLA-CUD are similiar; (2) membership preferences for professional association activities stress networking, offering professional development opportunities, publicising academic librarianship, publishing a newsletter, and encouraging political action on issues related to academic librarianship; (3) membership preferences for professional development topics emphasized planning and evaluation, staff training, promotion and integration of the academic library into the larger environment, budgeting and decision making, and applications of automated information processing. Specific preferences for packaging and scheduling of professional development opportunities are also presented.

The report concludes by stressing the importance of both OK-ACRL and OLA-CUD developing appropriate organizational structures and leadership roles to respond to the needs and preferences indicated in this study. Further, academic librarians must be given more direct support and encouragement to participate in professional development opportunities and the professional associations--specific "pay-offs" should be provided to those that do participate. Finally, the report calls for greater coordination and support among the state professional associations, the individual academic libraries, and the University of Oklahoma School of Library Science for increased development of academic librarians in the state.

ACKNOWLEDGEMENTS

This project could not have been completed without the active and effective participation from a number of people. Members of the Oklahoma Chapter of the Association of College and Research Libraries (OK-ACRL) Needs Assessment Subcommittee assisted in the drafting of the questionnaire, pretesting the instrument, and duplication included:

John Lolley, Central State University Library

Deborah Karpuk, University of Oklahoma Library

Claudette Hagle, Oklahoma State University Library

Karen Olive, El Reno Junior College, Learning Resources Center

Deborah Shaw, Oklahoma State University Library

Stan Benson, Oklahoma Baptist University Library

Special thanks go to Claudette Hagle who organized the mailing and distribution of the questionnaires.

John Lolley, as Chairperson of the Oklahoma Library Association, College and University Division (OLA-CUD) provided the necessary coordination between the two groups and assisted in arranging for partial funding of the project by the Oklahoma Library Association. The support of Mary Sherman, President of the Oklahoma Library Association as well as other members of the Executive Board also supported the completion of the project.

Coding and entry of the data was efficiently completed by Ms. Peggy Royster, a Graduate Research Assistant at the School of Library Science, University of Oklahoma. Mr. Warren Dickson assisted in the statistical analysis of the data and the development of SAS programs to analyze the various data.

The contents of the report, however, are the responsibility of the author and opinions and recommendations represent his views and not, necessarilly the views of either OK-ACRL or OLA-CUD.

NEEDS ASSESSMENT

FOR OKLAHOMA ACADEMIC LIBRARIANS

Introduction

During the Fall of 1982 the Steering Committee of the Oklahoma Chapter of the Association of College and Research Libraries (OK-ACRL) decided that a needs assessment of Oklahoma academic librarians should be conducted as a basis for planning the forthcoming year's activities. Specifically, the objectives of the needs assessment were to:

- obtain institutional and background information as to the current make-up and characteristics of academic librarians in the state of Oklahoma
- identify preferences for academic professional association activities in the state
- identify specific topics preferred by academic librarians for professional development
- determine the preferences for the packaging and scheduling of professional development opportunities

Ultimately, the needs assessment was done as a means to assist in the planning for improved effectiveness of professional activities for Oklahoma academic librarians.

Once the program for needs assessment had been developed, the Oklahoma Library Association, College and University Division (OLA-CUD) was approached to help fund the project. Because it was felt that the information from the needs assessment would be of interest to both OK-ACRL and OLA-CUD, a joint sponsorship of the survey between the two groups was agreed upon. Indeed, without such joint sponsorship between the two groups, the needs assessment could not have been accomplished.

A survey instrument was developed by the OK-ACRL Steering Committee which included members from OLA-CUD during the months of October and November, 1982 (a copy of the survey instrument is given as Appendix A). The questionnaires were mailed to all identified academic librarians in the state of Oklahoma with the assistance of liaisons at each of the various institutions for higher education. Surveys were sent to individuals who meet one of either of the following criteria (1) professional librarians with a MLS or equavilent degree, or (2) were an administrative head of an academic library in the state.

After the instruments had been pre-tested, they were distributed during the first week of December, 1982. Questionnaires were to be returned by the end of December. By the first week of January, 1983 169 of the originally distributed 211 questionnaires (80% response rate) were assessed as "usable" for data analysis. During the month of January, 1983 data were coded and entered for analysis, various statistical analyses were run, and summary information was produced from the data by utilizing SAS statistical package at the University of Oklahoma.

The purposes of this report are to provide a brief summary of the data produced by the needs assessment, highlight specific areas of the analysis that appear to have important information for planning academic professional activity development in the state, and to offer some conclusions and recommendations by this writer as to the possible uses and limitations of the data. It should be stressed that the data reported in this report are only a small amount of that produced from the various analyses and individuals wishing to obtain more complete assessments and results should refer directly to the various computer print-outs.

Background Characteristics of Study Participants

Two specific subgroups of the sample were defined for detailed analysis: (1) members of OK-ACRL, and (2) members of OLA-CUD. Descriptive data for all participants and these two subgroups are provided in Figure 1. It should be pointed out that the three groups shown on Figure 1 are not mutually exclusive, i.e., the same individual, if a member of both OLA-CUD and OK-ACRL, would be included in each of the three groups. Approximately 30% of all participants are not members in either OLA-CUD or OK-ACRL; no statistically significant patterns emerge as to education, sex, age, institutional affiliation, library position, experience, etc. of non-members that sets them apart from characteristics of members in either of the two associations. However, one should note that non-members tend to be less than 30 years old and have less than five years of professional experience.

An analysis was done to determine the degree of similarity between the OK-ACRL sample and the OLA-CUD sample. Once again, it can be seen that the groups display similiar characteristics on virtually all of the variables and no statistically significant differences can be identified. However, some differences, although not statistically significant, can be noted. In general, membership of OK-ACRL tends to reflect a greater proportion of individuals from doctoral granting institutions, greater inclusion of females, and younger individuals than those that are members of OLA-CUD. Further, as one might assume, members of OK-ACRL are more likely to also be members in the American Library Association.

Additional analysis was done just on the subgroup "Jr. College" institutional affiliation to determine if the subgroup was significantly different than the sample as a whole. Again, no statistically significant differences were identified except to note that this subgroup tends to be younger, have greater administrative responsibility, and participate in fewer professional associations than the sample

FIGURE 1
BACKGROUND CHARACTERISTICS OF STUDY PARTICIPANTS

| | All Respondents N=169 | OLA/CUD Members N=101 | OK Chapter ACRL Members N=63 |
|---|---|---|---|
| 1. Institution Affiliation | | | |
| a) Public | 75% | 74% | 68% |
| b) Private | 25% | 26% | 32% |
| 2. Institutional Level | | | |
| a) Jr. College | 18% | 22% | 16% |
| b) 4 year | 12% | 13% | 8% |
| c) Masters | 18% | 20% | 17% |
| d) Doctoral | 50% | 45% | 59% |
| 3. Administrative Responsibility | | | |
| a) Director/Asst-Assoc Dir. | 25% | 33% | 33% |
| b) Department Head | 18% | 20% | 18% |
| c) Area | 35% | 33% | 40% |
| d) Non-administrative | 22% | 14% | 9% |
| 4. Education | | | |
| a) BA only | 2% | 1% | 0% |
| b) MLS | 62% | 64% | 65% |
| c) Masters not MLS | 5% | 5% | 2% |
| d) MLS + 2nd Masters | 24% | 24% | 27% |
| e) Doctorate | 7% | 6% | 6% |
| 5. Library Experience | | | |
| a) 5 years or less | 56% | 49% | 51% |
| b) 6-10 years | 26% | 29% | 27% |
| c) 11-15 years | 7% | 9% | 8% |
| d) 16 years + | 11% | 13% | 14% |
| 6. Professional Experience | | | |
| a) 5 years or less | 20% | 17% | 15% |
| b) 6-10 years | 43% | 36% | 37% |
| c) 11-20 years | 25% | 33% | 37% |
| d) 21 years + | 12% | 14% | 11% |
| 7. Sex | | | |
| a) Male | 32% | 32% | 25% |
| b) Female | 68% | 68% | 75% |
| 8. Age | | | |
| a) Less than 30 | 18% | 9% | 12% |
| b) 30-39 | 43% | 41% | 47% |
| c) 40-49 | 24% | 28% | 26% |
| d) 50-59 | 11% | 17% | 12% |
| e) 60 or older | 4% | 5% | 3% |
| 9. Membership in Professional Association | | | |
| a) OK-ACRL | 37% | 49% | - |
| b) OLA-CUD | 59% | - | 77% |
| c) ALA | 40% | 45% | 55% |
| d) SWLA | 11% | 16% | 10% |
| e) OLA but not CUD | 9% | 4% | 4% |

as a whole. In short, the sample has remarkably homogeneous characteristics and does not appear to be composed of unique subgroups with characteristics different than those of the entire sample.

## Professional Association Activities

Fourteen possible activities for professional associations, i.e., OK-ACRL and OLA-CUD, to pursue were assessed by respondents. Figure 2 summarizes these responses for all participants as a group, for OK-ACRL, and OLA-CUD members. The key on the bottom of the figure translates the raw score given to the assessment of the activity being essential, important, of some importance, and unimportant. Six of the activities clearly were ranked as important to essential among all participants as well as the members of OK-ACRL and OLA-CUD; listed from top ranked to lowest ranked, these six activities are:

| Rank | Activity |
|---|---|
| 1 | Encourage academic library networking, resource sharing, and general cooperation in the state |
| 2 | Develop a program of regularly scheduled professional development opportunities on a variety of subjects related to academic librarianship |
| 3 | Exploit in-state expertise related to academic librarianship to conduct workshops, give seminars, and offer other continuing education opportunities |
| 4 | promote and publicize the role and importance of academic libraries in the state of Oklahoma |
| 5 | publish a newsletter so members can keep informed of state academic library activities |
| 6 | establish political action groups to lobby state legislators and other appropriate agencies/offices related to academic librarianship |

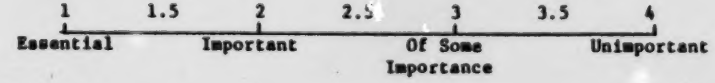
It is interesting to note that there is a clear break between these six activities and other activities as assessed by participants. Should OK-ACRL or OLA-CUD determine to respond to the desires of academic librarians in the state, these six activities should receive priority.

FIGURE 2

PREFERENCES FOR ASSOCIATION ACTIVITIES

| | ALL | OLA/COD Members | OK/ACRL Members |
|---|---|---|---|
| 1. establish political action groups to lobby state legislators and other appropriate agencies/offices related to academic librarianship | 1.74 | 2.06 | 2.01 |
| 2. publish a scholarly journal as an outlet for Oklahoma Academic librarians who are developing writing/research skills | 2.48 | 2.42 | 2.45 |
| 3. establish "task forces" to study current issues affecting academic librarianship in the state and produce "position papers" on these issues | 2.19 | 2.2 | 2.16 |
| 4. promote and publicize the role and importance of academic librarians in the state of Oklahoma | 1.90 | 1.84 | 1.82 |
| 5. publish a newsletter so members can keep informed of state academic library activities | 1.89 | 1.88 | 1.91 |
| 6. coordinate activities closely by formally affiliating together as "one association" | 2.33 | 2.24 | 2.3 |
| 7. organize conferences where "big name" speakers, educators, researchers, etc. can be brought into the state | 2.15 | 2.04 | 1.80 |
| 8. encourage academic library networking, resource sharing, and general cooperation in the state | 1.45 | 1.42 | 1.44 |
| 9. develop a program of regularly scheduled professional development opportunities on a variety of subjects related to academic librarianship | 1.53 | 1.53 | 1.43 |
| 10. create opportunities for academic librarians to make presentations, give speeches, and publish scholarly writing/research | 2.23 | 2.25 | 2.32 |
| 11. exploit in-state expertise related to academic librarianship to conduct workshops, give seminars, and offer other continuing education opportunities | 1.62 | 1.52 | 1.54 |
| 12. support and/or conduct research related to academic librarianship in the state of Oklahoma | 2.19 | 2.14 | 2.20 |
| 13. organize trips to various places of interest related to academic librarianship (i.e. conferences, other academic libraries, etc.) | 2.45 | 2.41 | 2.25 |
| 14. coordinate activities with neighboring state academic library associations | 2.57 | 2.58 | 2.35 |

KEY:



An additional analysis of preferences for the various professional association activities was done by examining relationships between institutional affiliation (Jr. College, 4-year, Masters, and Doctoral granting) as well as Administrative Responsibility (Top, directors and associate directors; Department Heads, supervises other professionals and paraprofessionals; Area Heads, supervises paraprofessionals only; and Non-administrators with no supervisory responsibilities). A summary of this analysis appears as Figure 3, Target Groups Supporting Association Activities.

The chart was produced based on a chi-square analysis and inspection of the resulting matrices. For each activity, an "X" will appear under a specific target group that appeared to support that particular activity. For instance, activity number 3, having to do with establishing task forces and position papers, was supported primarily by the four year and doctoral institutions. Further, top administrators and area heads were also most likely to support this activity.

When reading this figure it is important to realize that the analysis based on institutional affiliation and the analysis based on administrative responsibility are <u>independent analyses</u>. Thus, in the example given above for activity number three, one <u>cannot assume</u> that it is the top administrators and area heads in four year and doctoral granting institutuions supporting this particular activity. Although, such may in fact be the case, the data cannot support assumptions combining the two analyses.

Figure 3 supports the general findings reported in Figure 2 but also identifies "pockets" of support for other activities. The inspection of the matrices also suggested that in many cases the category "department heads" were least likely to support any of the various activities. This finding suggests that department heads, overall, are a primary target group to co-opt into participating in professional association activity and that generally, top administrators and area heads are more likely, at this time, to become active in the specific activities examined.

FIGURE 3

TARGET GROUPS SUPPORTING ASSOCIATION ACTIVITIES

BY INSTITUTIONAL AFFILIATION AND ADMINISTRATIVE RESPONSIBILITY

| | INSTITUTIONAL AFFILIATION | | | | ADMINISTRATIVE RESP. | | | |
|---|---|---|---|---|---|---|---|---|
| | Jr. Col | 4-year | Masters | Doctoral | Top | Dept | Area | Non |
| 1. establish political action groups to lobby state legislators and other appropriate agencies/offices related to academic librarianship | X | | | | | | X | |
| 2. publish a scholarly journal as an outlet for Oklahoma Academic librarians who are developing writing/research skills | | | X | X | | | | |
| 3. establish "task forces" to study current issues affecting academic librarianship in the state and produce "position papers" on these issues | | X | | X | X | | X | |
| 4. promote and publicize the role and importance of academic librarians in the state of Oklahoma | | X | | | X | X | X | X |
| 5. publish a newsletter so members can keep informed of state academic library activities | X | X | X | X | X | X | X | X |
| 6. coordinate activities closely by formally affiliating together as "one association" | | | | | X | | | |
| 7. organize conferences where "big name" speakers, educators, researchers, etc. can be brought into the state | | | | | X | | | |
| 8. encourage academic library networking, resource sharing, and general cooperation in the state | X | X | X | X | X | X | X | X |
| 9. develop a program of regularly scheduled professional development opportunities on a variety of subjects related to academic librarianship | X | X | X | X | X | | X | X |
| 10. create opportunities for academic librarians to make presentations, give speeches, and publish scholarly writing/research | | | | X | | | | |
| 11. exploit in-state expertise related to academic librarianship to conduct workshops, give seminars, and offer continuing education opportunities | X | X | X | X | X | | X | |
| 12. support and/or conduct research related to academic librarianship in the state of Oklahoma | | | | X | X | | | |
| 13. organize trips to various places of interest related to academic librarianship (i.e. conferences, other academic libraries, etc.) | | | | | X | | | |
| 14. coordinate activities with neighboring state academic library associations | | X | | | | | | |

Professional Development Topics

The third section of the questionnaire sought to identify the topics of special interest to participants for professional development. A total of 39 topics were presented and participants could assess each as being of "great interest," "some interest," or "no interest." Figure 4 presents a summary of the preference for professional development topics. The scores given for each topic are the average of responses with great interest coded as 2, some interest coded as 1, and no interest coded as 0. The key on the bottom of the figure translates the scores to the assessed level of interest.

The relatively low scores on all topics should be seen in light of the fact that the typical participant indicated only 5-10 topics in which an assessment was made, leaving the remainder of the topics unassessed. Thus, there is a preponderance of zeros throughout this analysis. Nonetheless, the ranking of the scores is especially useful to determine those topics of greatest interest to members; in order of interest, these topics are:

| Rank | Topic |
|---|---|
| 1 | Measurement and Evaluation of Library Services |
| 2 | Improving Relations with Faculty |
| 3 | Motivation of Staff |
| 4 | Collection Development |
| 5 | Staff Training and Development |
| 6 | Developing in-house Automated Information Retrieval Systems |
| 7 | Online Bibliographic Data Base Searching |
| 8 | Decision Making Techniques |
| 9 | Budgeting |
| 10 | Bibliographic Instruction |
| 11 | Personnel Evaluation Techniques |
| 12 | Promotion and Publicity for Academic Libraries |
| 13 | Planning, Organizational Self-Review |
| 14 | Networking and Resource Sharing |

FIGURE 4

PREFERENCES FOR PROFESSIONAL DEVELOPMENT TOPICS

| | OLA/CUD | OK/ACRL |
|---|---|---|
| 1. acquisition techniques | .79 | .66 |
| 2. collection development | 1.26 | 1.19 |
| 3. cataloging & classification | .79 | .73 |
| 4. budgeting | 1.04 | 1.07 |
| 5. planning, self-review | 1.00 | 1.01 |
| 6. grantsmanship | .79 | .84 |
| 7. measurement and evaluation of library operations/services | 1.28 | 1.26 |
| 8. writing skills | .72 | .84 |
| 9. staff training/development | 1.15 | 1.22 |
| 10. improving relations with faculty | 1.23 | 1.30 |
| 11. update on reference sources | .97 | .92 |
| 12. specialized reference sources | .45 | .44 |
| 13. training/working with paraprofessionals | .86 | .93 |
| 14. bibliographic instruction | 1.00 | 1.04 |
| 15. human relations skills | .91 | .96 |
| 16. assertiveness training | .80 | .84 |
| 17. reference question negotiation, user/patron interface | .75 | .68 |
| 18. decision making techniques | 1.02 | 1.12 |
| 19. motivation of staff | 1.20 | 1.26 |
| 20. programming and services for users | .93 | .90 |

| | OLA/CUD | OK/ACRL |
|---|---|---|
| 21. audio-visuals (selection processing, and maintenance) | .55 | .53 |
| 22. automated circulation systems | .89 | .90 |
| 23. general research skills | .80 | .90 |
| 24. OCLC applications | .90 | .80 |
| 25. using statistical techniques in data analysis | .74 | .84 |
| 26. RLIN applications | .41 | .33 |
| 27. automated serials holding lists | .86 | .80 |
| 28. microforms (selection, processing, and maintenance) | .68 | .76 |
| 29. government documents | .62 | .58 |
| 30. time management techniques | .86 | 1.03 |
| 31. fund-raising | .46 | .53 |
| 32. online bibliographic data base searching | 1.13 | 1.09 |
| 33. developing in-house automated information retrieval systems | 1.15 | 1.17 |
| 34. career planning and job counseling | .43 | .52 |
| 35. personnel evaluation techniques | .98 | 1.06 |
| 36. promotion and publicity for academic libraries | .94 | 1.09 |
| 37. networking and resource sharing | .97 | 1.02 |
| 38. rare books, preservation | .50 | .53 |
| 39. organizational and interpersonal communication skills | .90 | .96 |

KEY: 0 No Interest — 1 Moderate Interest — 2 Great Interest

An inspection of the top fourteen topics suggests that only two of those topics deal specifically with technology applications. In general, the topics can best be described as "administrative" in flavor, and a number of them suggest planning, measurement, evaluation, and organizational assessment in one form or another. Further, these fourteen topics can be reduced a bit to the following general themes:

1. Planning and evaluation of library services
2. Staff training, motivation, and evaluation
3. Promotion and integration of the academic library with the academic community and the larger environment
4. Budgeting and Decision Making techniques
5. Applications of automated information handling technologies

Only a few additional topics were written-in by respondents and those could be generalized into one of the existing topics included on the questionnaire.

A finer breakdown of which specific institutional groups or administrative types preferred specific topics cannot be provided because of the spotty response throughout this portion of the questionnaire. However, this writer would suggest that an inspection of the results tends to suggest that the doctoral institutions offered greater support for topics broadly related to planning and evaluation of library services, the four year institutions tended to support technology applications, and the Junior colleges tended to support promotion and publicity related topics.

Finally, it should be stressed that these preferences indicate the "wants" of the participants, i.e., those topics that they believe are necessary. These preferences may or may not reflect the professional topics that they "need" in order to increase organizational effectiveness and improve services. For instance, although a large number of participants indicated an interest in topics related to planning, evaluation, and assessment techniques of one form or another there was significantly less interest in the topics "general research skills" and

"using statistical techniques in data analysis." In short, effective professional development in planning and evaluation requires skills development in research methods and statistics. Participants did not, apparently, see the connection between such topics. Other similiar examples between topics perceived as "great interest" versus those perceived as "of little interest" can be identified from Figure 4. Thus, planners in the various state associations should keep these apparent contradictions in topic preferences in mind when determining specific topics to be selected for professional development.

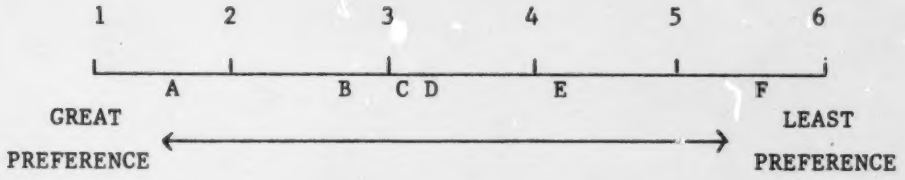
Professional Development Scheduling and Packaging

The final portion of the questionnaire requested information as to the participants preferences for the manner in which professional opportunities are scheduled, located, and other factors. Figure 5 suggests that the preferred amount of time to be spent for a professional development opportunity is a one day time period. Next preferred was a half day afternoon, followed closely by half day morning, then half day mid-afternoon. There was virtually no support for holding professional development opportunities on the weekend. Figure 6 summarizes the amount of money the participants are willing to spend for a specific professional development format. For the most preferred amount of time to be spent at a professional development opportunity, i.e., one day (see Figure 5) participants indicate that they are willing to spend $16-$20 with no lunch, and $21-$35 if it includes lunch.

Another area of interest for packaging professional development is the degree with which potential participants can be reimbursed for various expenses. Figure 7 summarizes the results from this question and suggests that the vast majority of respondents can be reimbursed for registration and travel expenses and, they are likely to obtain release time from work to attend a professional development opportunity. Only half of the respondents indicated that they could

FIGURE 5

PREFERRED AMOUNT OF TIME FOR PROFESSIONAL DEVELOPMENT




A = Full Day
B = Half Day Afternoon
C = Half Day Morning
D = Half Day Mid-day
E = Two Days
F = More than Two Days

FIGURE 6

AMOUNT OF MONEY WILLING TO SPEND ON PROFESSIONAL DEVELOPMENT

| Professional Development Format | Average Amount |
|---|---|
| 1. Half day no lunch | $10 or less |
| 2. Half day with lunch | $11-$15 |
| 3. Full day no lunch | $16-$20 |
| 4. Full day with lunch | $21-$35 |
| 5. Two days no meals | $21-$35 |
| 6. Two days with meals | $36-$45 |

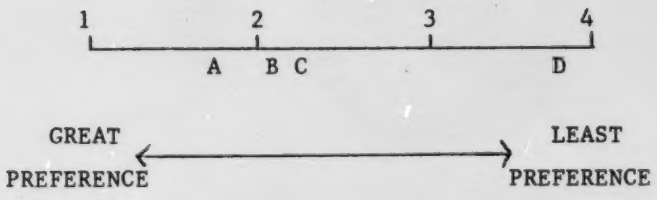
FIGURE 7

REIMBURSEMENT FOR IN-STATE PROFESSIONAL DEVELOPMENT

| | | YES | NO |
|---|---|---|---|
| 1. | Can you obtain release time from work? | 79% | 21% |
| 2. | Are you be reimbursed for registration fees? | 80% | 20% |
| 3. | Are you be reimbursed for travel expenses? | 73% | 27% |
| 4. | Are you reimbursed for meals? | 49% | 51% |
| 5. | Are you reimbursed for lodging? | 45% | 55% |

FIGURE 8

TIME OF WEEK PREFERRED FOR PROFESSIONAL DEVELOPMENT




A = Late in the work week

B = Mid work week

C = Early work week

D = Week-end

be reimbursed for meals and lodging for in-state travel. Analysis of potential reimbursement by administrative type indicated a number of interesting points. First, top administrators more frequently indicated reimbursement for all catagories than other respondents, and second, there was a statistically significantly relationship between top administrators being reimbursed for meals and lodging; in short, if reimbursement for meals and lodging was indicated, the respondents were likely to be top administrators.

While one cannot be too surprised at the fact that top administrators are better able to obtain reimbursements for professional development, it should be kept in mind that only 30% (approximately) of the respondents are top administrators. Further, in a number of instances, respondents wrote in comments that without some reimbursement to attend professional development opportunities they would be unlikely to attend. Thus, packaging professional development opportunities in such a way that encourages institutional reimbursement--for top administrators as well as other librarians--should be carefully considered when developing such programs.

The time of the week most preferred for professional development was late in the work week, followed closely by mid-work week, and early work week. Clear dislike for scheduling professional development opportunities on the week-end was also indicated. Figure 8 summarizes the responses from participants regarding preference for time of week to hold professional development opportunities.

In short, the preceeding four figures (Figures 5-8) suggest that participants prefer a full day or professional development, scheduled at the end of the work week; are likely to obtain release time and be reimbursed for registration and travel; and are willing to pay $16-$35 depending on the provision of lunch during the day.

Despite these general characteristics that appear to encourage attendance at a professional development opportunity, other factors can be assessed as well. The following is a list of the "most important" factors that determine respondents' attendance at professional development opportunities:

| Rank | Factor | Number of Mentions* |
|---|---|---|
| 1 | Program Content | 146 |
| 2 | Distance to Meeting | 65 |
| 3 | Cost | 40 |
| 4-5 | Length of Meeting | 21 |
| 4-5 | Time of Meeting During Week | 21 |

Thus, overwhelmingly, respondents will determine attendance based on program content, and to a lesser degree, the distance to attend the meeting. Cost, length of meeting, and time of meeting during the week are of limited impact.

Preference for a meeting location was also determined by asking respondents to circle those citites on a state map at which they might come to attend a meeting. Figure 9 is a graphic representation of the proportion of the sample that selected an individual site as accessible. Clearly, Oklahoma City, Edmond, Norman, Shawnee, Tulsa, and Stillwater are seen as most accessible. The actual rankings for the top six cities are:

| Rank | City | Number of Mentions* |
|---|---|---|
| 1-2 | Oklahoma City | 153 |
| 1-2 | Norman | 153 |
| 3 | Edmond | 144 |
| 4 | Tulsa | 138 |
| 5 | Stillwater | 137 |
| 6 | Shawnee | 122 |

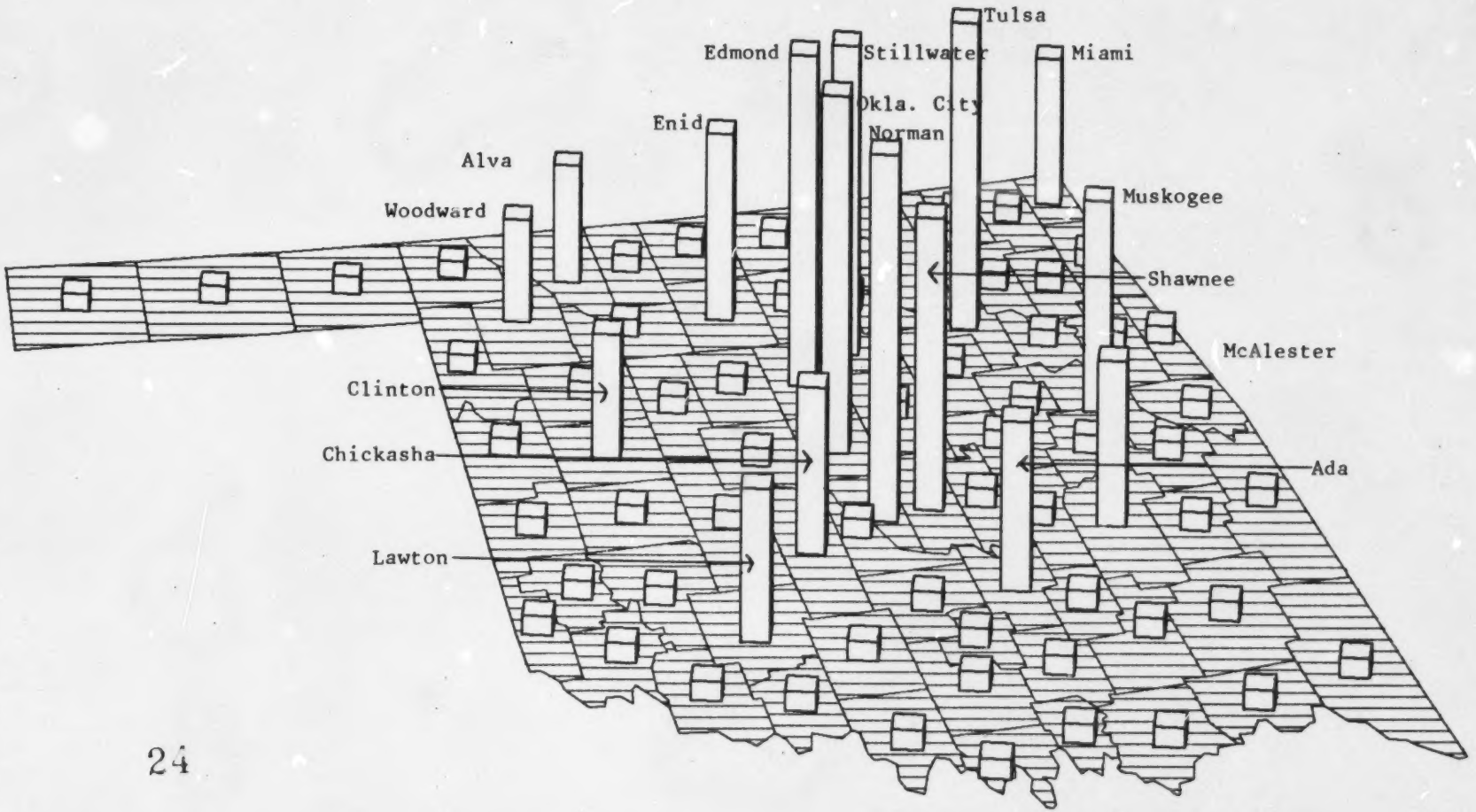
After Shawnee, total number of mentions falls off considerably, to 90 for Muskogee.

*Respondents could indicate more than one response

FIGURE 9

# *CONFERENCE LOCATION PREFERENCES*

**HEIGHT OF BLOCK IS PROPORTION OF SAMPLE WHICH RATED THE SITE ACCESSIBLE**



Finally, it should be pointed out that an individual analysis was run on each of the 39 professional development topics to describe, specifically, the packaging and scheduling preferences for each. Although most of the preferences for individual topics are similiar to the general preferences reported in this section, planners of professional development opportunities will want to refer to the original print-outs for detailed preferences on each of the various topics, should one of these topics be selected for professional development.*

## Conclusions and Recommendations

The demographic and institutional data collected in this study suggest that academic librarians, as a group, have remarkably similiar characteristics regardless of the subgroups one wishes to identify. Such a finding can be seen in a number of different lights: similiar characteristics and background may assist in the development of networking and planning, coordination between OK-ACRL and OLA-CUD, and setting association objectives; on the other hand, the lack of diversity and differences among subgroups especially in terms of what the associations should have as objectives, may encourage a myopic view toward professional development, reinforcement of the status-quo, and limited ability (or desire) to change.

The respondents' assessment of potential activities for the professional associations suggests an active, assertive, and change-oriented philosophy. Virtually all the top-ranked activities (see Figure 2) encourage a dynamic set of possible activities to be stressed by the associations. Thus, the respondents appear to have the interest and appear to be willing to participate in the various activities assuming professional association leadership, support, and clear setting of objectives.

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*The computer print-outs of the data analysis can be obtained from the current President of Oklahoma Chapter, ACRL.

Thus, the organization of OK-ACRL and OLA-CUD to accomplish the possible objectives listed in Figure 2 as well as to provide professional development opportunities as listed in Figure 4 requires careful consideration. Indeed, a number of the respondents provided additional comments that OLA-CUD had not offered effective leadership for academic librarians in the state and that by and large, OLA is seen to be dominated by public and school library issues and activities. Criticism of OK-ACRL was spared, probably because it has not been in existence long enough to be evaluated.

The needs assessment reported in this study clearly provides adequate activities and association objectives for both OK-ACRL and OLA-CUD. Further, both associations have limited existing organizational structures to deal with accomplishment of the various activities identified in Figure 2 or developing ongoing professional development opportunities. This situation is exacerbated because of the power vacuum in the state regarding leadership for academic librarianship. Public libraries receive support from the Oklahoma Department of Libraries, school libraries receive support from Oklahoma Department of Education, but no similiar statewide agency or organization exists that provides leadership, planning, professional development, and promotion of academic libraries. Thus, there is plenty of room for both OK-ACRL and OLA-CUD to take a leadership stance in the state.

Respondents did not, in general, wish to combine the two associations into one, but neither were there significant differences between the activity preferences of OLA-CUD membership versus OK-ACRL membership. One has the sense that there is less concern on the part of respondents of which association does what activity as long as one of the associations takes a leadership stance in some of the activities! Thus, the two associations must determine (1) which activities will be done by whom, (2) how formal coordination between them can be encouraged, and (3) what specific committee/organizational structures are necessary (for each) to assist in the accomplishment of association activities and objectives.

Both associations should be encouraged to work more closely with individual academic libraries in the area of professional development. Because of the costs of quality professional development opportunities, receiving direct support from an academic library institution for organization and implementation of professional development should be encouraged. Similarly, academic library institutions must recognize that the total responsibility for organizing and developing professional development opportuniites cannot be "dumped" on a state academic library professional association. In short, both the individual library as well as the professional association have a stake in improving the quality of academic librarianship in the state. One might well ask the various academic library administrators, "when was the last time you supported a professional development opportunity in your library?" By working together, the associations and the individual academic libraries can provide better professional development for more librarians at a reduced price per person.

Further, coordination for academic librarian professional development should include the University of Oklahoma School of Library Science. Although the questionnaire obtained information specifically about one-two day workshops, a number of additional opportunities in the form of regularly scheduled courses (many during evenings, some on Saturdays, and some on Talkback TV and on-site in Tulsa) are available from the library school; one-two week inter-session courses can be taught, as well as other learning packages. It is interesting to note the emphasis placed on regularly scheduled professional development by respondents. But, some respondents noted that currently there is no "pay-off" or direct support from their library from attending ongoing professional development opportunities, regardless of their format and content. Various programs such as the Sixth Year Certificate, are available from the Library School and the School would welcome specific proposals and ideas for developing and implementing regularly scheduled professional development opportunities for academic librarians in the state.

Finally, it should be stressed that the results summarized in this report reflect the perceptions of the respondents which may, or may not realistically represent what OK-ACRL or OLA-CUD should, in fact, be doing. Professional associations have the responsibility to both provide for the "wants" of the membership as well as direct their attention to areas that "need" attention--areas in which the membership may not know what is needed. Indeed, it is the leadership responsibility of both OLA-CUD and OK-ACRL to provide the insight, ideas, strategies, and mechanisms by which academic librarianship can be improved, statewide, and offering individual academic librarians an opportunity to increase their knowledge and competencies. This needs assessment suggests that there is much that can be done for academic librarians in the state. OLA-CUD and OK-ACRL must now go about the business of responding to these results and offering association objectives and program activities as leaders for academic librarianship in the state of Oklahoma.

# APPENDIX A

## QUESTIONNAIRE

(COVER LETTER)

November 26, 1982

TO: Academic Librarians and Others Interested in Academic Librarianship

FROM: Charles R. McClure, Chair, OK Chapter ACRL Subcommittee on Academic Librarians Needs Assessment Chuck McClure

RE: Attached Questionnaire

Attached is a needs assessment questionnaire that is being distributed to all academic librarians and others interested in academic librarianship in the state of Oklahoma. The needs assessment is jointly sponsored by the Oklahoma Chapter of the Association of College and Research Libraries (OK-ACRL), the College and University Division of the Oklahoma Library Association (OLA-CUD), and the School of Library Science at the University of Oklahoma.

The purpose of the questionnaire is to identify characteristics, professional association activity preferences, and professional development needs and preferences. Ultimately, your completion of the questionnaire will assist the OK chapter of ACRL and the College and University Division of OLA to provide leadership for academic librarians in the state of Oklahoma and better respond to your needs.

Please complete the attached questionnaire and return it to the academic library liaison at your library who originally distributed it to you. That person will return all questionnaires to me at the School of Library Science for analysis. All questionnaires will be machine coded and entered into a computer for analysis; no identification of individual responses is possible, all data will be reported only in summary form; thus, individual confidentiality of responses is assured.

The results of the study will be available by February, 1983 and can be requested from either the chair of OK-ACRL, the chair of OLA-CUD, or from me.

PLEASE take time from your busy schedules to complete the attached questionnaire and return it to your library liaison before December 17, 1982. Your active participation in this project will contribute significantly to improved services, activities, and support for academic librarians in the state of Oklahoma.

OK CHAPTER ACRL AND OLA-COLLEGE AND UNIVERSITY DIVISION
NEEDS ASSESSMENT

Instructions: Please complete each of the following questions by checking the appropriate answer in the space provided. Your completion and return of this questionnaire will greatly assist OLA-CUD and OK-ACRL to be more responsive to the needs of academic librarians in the state. Please return the questionnaire to the librarian in your library who distributed them as soon as possible.

A. Background Information

1. Type of institution where employed: (Check one only for part A and part B)

   A. _____ Public, or _____ Private

   B. _____ Junior College

   _____ Four-year college, primary emphasis on undergraduate education

   _____ University with graduate programs primarily at the masters level

   _____ University with graduate programs at both masters and doctoral degree

2. Which one category BEST describes your administrative responsibilities?

   _____ Top administration: Director, Associate Director, Assistant Director

   _____ Department Head: Supervises at least one other professional

   _____ Area or Section Head: Supervises only paraprofessionals

   _____ Non-administrative: Does not supervise other library employees

3. Which one category BEST describes your primary area of responsibility

   _____ Administrative: Director, Assoc., or Assistant Director
   _____ Acquisitions
   _____ Serials
   _____ Automation
   _____ Library Educator
   _____ Government Documents
   _____ Reference Services
   _____ Collection Development
   _____ Audio Visuals
   _____ Circulation/Interlibrary Loan
   _____ Microforms
   _____ Special Collections or Materials DESCRIBE: _____
   _____ Other, please describe: _____

4. Which one category BEST describes your education?

   _____ Bachelor's degree only

   _____ Master's in library science only

   _____ Master's degree NOT in library science, Subject: _____

   _____ Master's degree in library science AND Subject: _____

   _____ Doctorate, Subject: _____

5. How many years of experience have you in the present library? _____ years.

6. How many years of library related experience (total years) have you? _____ years.

7. Sex: _____ male _____female 8. AGE: _____

9. Check ALL of the following associations to which you currently are a member

   _____ OK Chapter ACRL
   _____ OLA, College/Univ. Division
   _____ American Library Assoc.
   _____ Southwestern Library Assoc.
   Others, please describe: _____

B. Possible Activities for OK-ACRL and OLA-CUD

Listed below are a number of statements indicating possible activities OLA-CUD and OK-ACRL could pursue. Indicate the degree to which you believe each of these statements are appropriate areas for OK- ACRL activities in terms of the following scale:

1 = This activity is essential and should receive a top priority

2 = This activity is important and has a moderate priority

3 = This activity is of some importance but should receive low priority

4 = This activity is unimportant and should recieve no priority

Please circle the corresponding number at the end of each statement that corresponds with your assessment of each statement.

OK-ACRL and/or OLA-CUD should. . . .

| | | | | | |
|---|---|---|---|---|---|
| 1. | establish political action groups to lobby state legislators and other appropriate agencies/offices related to academic librarianship | 1 | 2 | 3 | 4 |
| 2. | publish a scholarly journal as an outlet for Oklahoma Academic librarians who are developing writing/research skills | 1 | 2 | 3 | 4 |
| 3. | establish "task forces" to study current issues affecting academic librarianship in the state and produce "position papers" on these issues | 1 | 2 | 3 | 4 |
| 4. | promote and publicize the role and importance of academic librarians in the state of Oklahoma | 1 | 2 | 3 | 4 |
| 5. | publish a newsletter so members can keep informed of state academic library activities | 1 | 2 | 3 | 4 |
| 6. | coordinate activities closely by formally affiliating together as "one association" | 1 | 2 | 3 | 4 |
| 7. | organize conferences where "big name" speakers, educators, researchers, etc. can be brought into the state | 1 | 2 | 3 | 4 |
| 8. | encourage academic library networking, resource sharing, and general cooperation in the state | 1 | 2 | 3 | 4 |
| 9. | develop a program of regularly scheduled professional development opportunities on a variety of subjects related to academic librarianship. | 1 | 2 | 3 | 4 |
| 10. | create opportunities for academic librarians to make presentations, give speeches, and publish scholarly writing/research | 1 | 2 | 3 | 4 |
| 11. | exploit in-state expertise related to academic librarianship to conduct workshops, give seminars, and offer other continuing education opportunities | 1 | 2 | 3 | 4 |
| 12. | support and/or conduct research related to academic librarianship in the state of Oklahoma | 1 | 2 | 3 | 4 |
| 13. | organize trips to various places of interest related to academic librarianship (i.e. conferences, other academic libraries, etc.) | 1 | 2 | 3 | 4 |
| 14. | coordinate activities with neighboring state academic library associations | 1 | 2 | 3 | 4 |

OTHER: Please describe_____

C. Preferences for Professional Development Topics

For each of the following topics, indicate your degree of interest in attending a professional development opportunity on that topic. Based on the scale below, place the appropriate number prior to the description of the topic.

1 = Great interest

2 = Some interest

3 = No interest (Or simply leave that category blank)

_____ 1. acquisition techniques

_____ 2. collection development

_____ 3. cataloging & classification

_____ 4. Budgeting

_____ 5. Planning, self-review

_____ 6. grantsmanship

_____ 7. measurement and evaluation of library operations/services

_____ 8. writing skills

_____ 9. staff training/development

_____10. improving relations with Faculty

_____11. Update on reference sources

_____12. Specialized reference sources, describe:_____

_____13. training/working with paraprofessionals

_____14. bibliographic instruction

_____15. human relations skills

_____16. assertiveness training

_____17. reference question negotiation, user/patron interface

_____18. decision making techniques

_____19. motivation of staff

_____20. programming and services for users

_____21. audio-visuals (selection processing, and maintenance)

_____22. automated circulation systems

_____23. general research skills

_____24. OCLC applications

_____25. using statistical techniques in data analysis

_____26. RLIN applications

_____27. automated serials holdings lists

_____28. microforms (selection, processing, and maintenance)

_____29. government documents

_____30. time management techniques

_____31. fund-raising

_____32. online bibliographic data base searching

_____33. developing in-house automated information retireval systems

_____34. career planning and job counseling

_____35. personnel evaluation techniques

_____36. promotion and publicity for academic libraries

_____37. networking and resource sharing

_____38. rare books, preservation

_____39. organizational and interpersonal communication skills

OTHER TOPICS OF INTEREST:_____

_____

_____

_____

D. Preferences for Professional Development Scheduling and Packaging

1. I prefer to spend the following amount of time, in general, attending a professional development opportunity (rank from 1 = greatest preference, to 6 = least preference)

_____ half day (morning) _____ half day (afternoon) _____ two days

_____ half day (mid-day) _____ full day _____ more than two days

2. For each type of professional development activity in the left column, provide the letter of the dollar amount in the right column for the maximum registration in general, you would spend to attend that type of professional development.

| | |
|---|---|
| _____ half day, no lunch | A. $10 or less |
| _____ half day, with lunch | B. $11-$15 |
| _____ full day | C. $16-$20 |
| _____ full day with lunch | D. $21-$35 |
| _____ two days, no meals | E. $36-$45 |
| _____ two days, with meals | F. More than $45 |

3. Can you obtain "time off" or "release time" to attend in-state professional meetings?

_____ yes _____ no _____ sometimes, explain: _____

4. Please check all of the following items for which you generally can obtain reimbursement to attend an in-state professional meeting.

_____ registration _____ per diem (meals) Other please describe: _____

_____ travel _____ lodging _____

5. The time of the week I prefer to attend professional development opportunities is: (rank from 1 = greatest preference, to 4 = least preference)

_____ first part of the week _____ end of the week

_____ middle part of the week _____ weekends

6. Which two of the following factors has the greatest importance to you when deciding whether to attend a professional development opportunity? (Check two only)

_____ total cost _____ distance to travel to the meeting

_____ speakers and program content _____ time of meeting during the week

_____ length of meeting _____ degree to which expenses will be reimbursed by institution

7. Please circle the areas where you can attend professional development activities: